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ABSTRACT

In an attempt to determine whether the generic "man" has a strong association with maleness, 307 college students (122 males and 185 females) were polled to assess their attitudes about whether people "outgrow" the limited definition of man or whether the generic still retains an exclusionary, "mostly males" coloring. In order to prevent the students from guessing what was being tested, the experiment was set up as a story choice exercise on the subject of Bronze Age excavations on the Greek Island of Thera. The students rated 15 adjectives (from the Bem Sex-Role Inventory) describing the Theran people and chose one of three pictures to accompany the news story. Two versions of the test were randomly distributed--one with generic usages like "Bronze Age men" and another with inclusive usages like "Bronze Age women and men." The strongest finding suggests that words do have some effects--that words such as "man" and "mankind" do not call up images of females as readily as a phrase like "men and women." Thus the term, "mankind," is not truly generic. (Tables of findings and sample tests are included.) (EL)

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THE GREAT PERSONHOLE COVER DEBATE REVISITED:

A TEST OF THE GENERIC "MAN"

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The author would like to thank Thomas Ahern Jr. and Dr. Robert L. Stevenson of the University of North Carolina- Chapel Hill

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THE GREAT PERSONHOLE COVER DEBATE REVISITED:

A TEST OF THE GENERIC "MAN"

ABSTRACT

Strictly speaking, "man" embraces "woman," as the old joke has it. In the 1970s, a flood of qualitative and some quantitative studies explored this question, indicating that the generic "man" has a strong association with maleness.

The present study used 307 college-age subjects (122 males and 185 females) who thought they were choosing the best of two news stories about Bronze Age excavations on the Greek island of Thera. They then rated 15 adjectives (from the Bem Sex-Role Inventory) describing the Theran people and chose one of three pictures to accompany the news story. Actually, two versions of the test were randomly distributed--one with generic usages like "Bronze Age men" and another with inclusive usages like "Bronze Age women and men."

Results of a chi square test showed no support for the hypothesis that students who read the generic "man" version should choose the picture showing men. Results of an analysis of variance run on the masculine, feminine and neutral adjective scores likewise showed no support for the hypothesis that sex and version should interact.

However, the ANOVA resulted in highly significant main effects for both version and sex--but only in the case of feminine adjectives. The hypothesis that females shoud have different scores from males was strongly supported (sig. = .006) for the ratings of feminine adjectives. Interestingly, the women rated feminine adjectives as much less descriptive than men did.

The hypothesis that students who read the generic "man" stories should rate feminine adjectives as less descriptive was even more strongly supported (sig. = .001). These results confirm previous findings that "mankind" is not truly inclusive. The findings suggest that codes and guidelines aimed at replacing sexist language are rooted in empirical evidence that words do have effects.

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THE GREAT PERSONHOLE COVER DEBATE REVISITED:

A TEST OF THE GENERIC "MAN"

I. INTRODUCTION

The floodtide of writings on language and women that began more than a decade ago has slowed recently, but the debate has remained by and large qualitative. Surely a matter that has generated as much heat as the question of the effects of language on women deserves at least a beam of the researcher's light shed upon it. This paper will explore the question of whether the word "man" when used to mean "people" still carries the connotation "male"; it will also try to discover whether men and women perceive the word differently.

One linguist (Jesperson 1955, p. 2) has called English "the most positively and expressively masculine" of the languages he knew. Attempts to deal with this attribute of English have a long history. The 1974 "Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications" is a convenient place to date the recent wave of attempts to deal with what we now call sexism in language. As Dr. Phyllis Trible of Andover Newton Theological School points out, translations of the Bible inevitably involve controversial decisions about language and women; for example, the 1611 King James Version translated the Hebrew "adham" as "man," rather than the more accurate rendering, "humankind" (Miller and Swift 1977, 65).

The 1974 "Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications" is a convenient place

to date the recent wave of attention to what we now call sexism in language. Another early example is the "Guidelines for Newswriting About Women," written by the Women's News Service at Stanford University in 1974. In 1975, Robin Lakoff's Language and Woman's Place was published, as well as an important article for journalism educators by Jean Ward. A collection of commentaries about sexism in language found in letters to the editor, speeches and various publications, the article points out the dearth of any kind of studies on the mass media "which parallel the examinations of public school textbooks" (Ward 1975, p. 699).

In 1976, a well-researched compendium of advocacy as well as content analyses appeared: Words and Women by Casey Miller and Kate Swift. Many of their suggestions made critics like John Simon uncomfortable, prompting him to comment on the idea of substitutions for the generic "man" that "'humans'. . . strikes me as facetious, like 'equines' for horses" (Simon 1976, p. 49).

However, discomfort notwithstanding, feminist criticism of newswriting practices had some effects. Another early example of revisionism is the "Guidelines for Newswriting About Women," written by the Women's News Service at Stanford University in 1974. The revised AP/UPI Stylebook and Libel Manual, published in 1977, allowed the use of "man, mankind" in case "no other term is convenient. . . .Frequently the best choice is a substitute such as 'humanity,' 'a person' or 'an individual'."

By 1980, enough had been said on the matter of "man" as a

generic word that a commentator in Ms. magazine decided to call it The Great Personhole Cover Debate. She concluded by chiding those who prefer the generic to a more inclusive term: "And don't be upset by the business letter that begins 'Dear Madam,' fellas. It means you, too." (Van Gelder 1980, p. 120). Also that year, the Theory and Methodology Division of AEJMC (then AEJ) issued its "Guidelines for Journalists: Equal Treatment of the Sexes," which read in part:

> Use of "man" to include all people at best introduces unnecessary ambiguity over whether only one of both sexes are the intended referent, and at worst perpetuates the assumption that humanity is in general male, with female exceptions. Fortunately, such uses are easily avoided . . .

But does the generic really perpetuate an assumption so absurd on its face? Or does it more subtly elevate males in the general mindset? Does it make any difference at all? Since Ward's admonition to researchers 10 years ago to pursue content analyses of "discriminatory language" (Ward 1975, p. 699) in mass media, a respectable number of such studies has been done. But the key question of effects of language remains, explored by a small group of researchers in often ingenious ways.

II. RELATED STUDIES

According to Butler and Paisley (1980, p. 40), "until recently, critiques of linguistic sexism have been anecdotal." Little has been done beyond assigning definitions, such as designating "man" an unmarked term that denotes both men and women, while designating "woman" a marked term that denotes only one sex (Bate 1975).

Miller and Swift (1977, pp. 21 and 33) cite anecdotal evidence from content analyses that in fact current usage of the generic "man" creates confusion at the very least and perhaps attitude changes as well. The full entry for "man, men" in the 1972 Golden Picture Dictionary for Beginning Readers is: "A boy grows up to be a man. Father and Uncle George are both men." From this understanding of "man" to mean "male," the child must leap to an all-inclusive definition to correctly interpret an entry in a book such as the 1971 Britanica Junior Encyclopedia:- "Man is the highest form of life on earth. His superior intelligence, combined with certain physical characteristics, have enabled man to acheive things that are impossible for other animals."

In another, more extensive, content analysis, Nilsen (1973) found that, in children's textbooks on prehistoric peoples, illustrations of males outnumbered those of females eight to one. All texts examined had the word "man" in the title.

But what, if any, effects do the overlapping definitions of "man/men" have--especially when the context may not clearly indicate which definition is meant? What happens when the context (e.g., pictures of males) is actually in conflict with the "correct" meaning? A handful of studies exploring these questions indicates that to some extent the "Uncle George" definition remains even when the all-inclusive definition "should" be perceived.

Martyna (1978) offers anecdotal evidence that both meanings coexist by using humorous statements such as "Man, like other mammals, breastfeeds his young." Without a modicum of the "Uncle George" definition in our heads, the statement would not be funny; indeed, by substituting "human beings" and "their," the humour disappears.

Harrison (1974) studied 500 junior high students, asking them to draw their impressions of prehistoric peoples as they were described in seven statements (on the use of tools, cultivation of plants, pottery making, care of infants and other activities). Using about equal numbers of boys and girls, she gave one group statements with phrases like "early man," "mankind" and "he"; a second group statements like "early people," "primitive humans" and "they"; and a third group statements like "men and women" and "they."

The first group drew more pictures of males only than females only except to illustrate the child care statement. The second group also drew more males than females. The third

group drew more females than either of the other two groups, but even these students depicted more males only than females only.

Schneider and Hacker (1972) studied 300 college students, asking them to select from magazines and newspapers pictures that would supposedly illustrate chapters in a sociology textbook.- Half the students received chapters with titles like "Social Man," "Industrial Man" and "Political Man"; t other half received chapters with titles like "Society," "Industrial Life" and "Political Behavior."

Schneider and Hacker (1972) found that, overall, illustrations featuring males only were submitted by 64 percent of the first group and by only 50 percent of the second (the neutral chapter titles) group. Both groups included both male and female students. In some specific instances, the differences in male/female illustrations reached 30 to 40 percent. For example, the authors (Hacker, Blood and Schneider) write,

> "Political Man" was portrayed by pictures of Nixon or other politicians making speeches to mixed audiences. "Political Behavior" was represented by prominent political figures also, but contained a secondary theme of people, including women and minority males, in political protest situations.

It would appear that, even among college students, more than a modicum of Uncle George remains, but confirming evidence must await further study.

III. METHOD

This study builds upon intriguing experiments conducted by Harrison (1974) and Schneider and Hacker (1972). Like Harrison's, it takes as its subject matter prehistoric peoples , since writings using the generic "early man" represent a common learning experience (Harrison 1975, p. 11). This "long-standing tradition in science" to use the generic but overemphasize the roles males played in human evolution was continued on television with Jacob Bronowski's BBC series "Ascent of Man."

Like Schneider and Hacker's, the present study focused on college students to see whether people do "outgrow" the limited definition of man, or whether the generic still retains am exclusionary, "mostly males" coloring. Like both studies, the present one started with words and asked the subjects to illustrate the words with pictures, thus setting up picture choice as the dependent variable. Like neither study, the present one added a word-choice dependent variable.

Appendix A is the test instrument. Pages 1, 3 and 4 were the same in both treatments; the manipulation occurred on page 2. In Appendix A, the sheet marked "p. 2" contains generic usages of "man"--"Bronze Age men," "mankind." The sheet marked "page 2" contains more inclusive words--"Bronze Age women and men," "people" and "life during the Bronze Age."

The subject matter--the discovery of artifacts on the Greek

island of Thera, which may have actually been the lost continent of Atlantis--was chosen for interest and believability. The content was based on a story in the New York Times on September 6, 1976.

In order to prevent students from guessing what was being tested, the experiment was set up as a story choice exercise. It was used in an introductory mass media class--one in which such an exercise could very logically have been a part of the course. No student could have detected the manipulation unless she or he looked over at a neighbor's test and happened to pick up the small differences in wording.

Conversations and comments after the test was given assured this writer that students thought they were in fact choosing between two stories; version B was deliberately made wordier and given a longer lead that version A. In fact, the two versions simply gave students a "double dose" of the treatment wordings.

Tests with "p. 2" and "page 2" were randomly distributed throughout the mass media lecture section in both the fall semester of 1982 and the spring semester of 1983 at Southern Methodist University in Dallas. This university has a high-income student body from all over the United States. There were 307 students in the sample--122 males and 185 females. Of the males, 60 received the "mankind" stories, while 62 received the "women and men" stories. Of the females, 88 received the "mankind" stories, while 97 received the "women and men" stories.

In addition to the story wording, the other independent

variable was sex of respondent. Indeed, the only data on page 1 that played a part in the experiment were the sex variables; the other data were included to mask the point of the experiment (sequence of study, age, frequency of reading a newspaper).

One dependent variable, adjective choice, appears on page 3. The 15 adjectives, listed in alphabetical order, actually represent three adjective groups:

masculine	ambitious, assertive, competitive, forceful, self-sufficient
feminine	cheerful, compassionate, gentle, understaning, warm
neutral	adaptable, conventional, happy, inefficient, reliable

These words were taken from the Bem Sex-Role Inventory, developed by Sandra Bem (1974), which has been widely used in psychological and sociological research on sex roles. With each adjective rated 1 to 7 on a Likert-type scale, a student could have a possible high score of 35 on each variable--masculine, feminine and neutral--and a possible low score of 5.

The second dependent variable, picture choice, paralleled the adjective choice variable. Picture 1, ceramic pots found in an archaeological site, was the neutral choice. Picture 2 showed a group of women; picture 3 showed a group of men. The pictures were taken from encyclopedias and were approximately authentic to the time and culture described in the stories about the lost continent. Captions specifically related to phrases in the

stories so that content did not unequally dictate choice of one picture over another.

Based on the qualitative criticism levelled at sexism in language and its possible effects, as described in part I, and results from the studies described in part II above, the following hypotheses were formulated:

1. Students who received the generic "man" stories would be more likely to choose either the masculine pictures; picture choice and story version should be dependent.
2. Students who received the generic "man" stories should a) rate feminine adjectives as less descriptive and b) rate the masculine adjectives as more descriptive of the Therans than students who received the "women and men" stories.
3. Female students should have significantly different scores from male students on all adjective groupings.
4. Females should react differently than males to the two versions (i.e., sex and version should interact).

For hypothesis 1, a chi square was run to test the relation between treatment and picture choice, separately for males and for females (i.e., controlling for sex). For hypotheses 2 and 3, an analysis of variance was run separately for each adjective group score to test the main effects of the two independent variables, sex and treatment; for hypohthesis 4, the interaction effects were tested. The rejection level was set at .05.

IV. RESULTS

Table 1 shows that all three pictures were nearly equally "popular," with females slightly favoring the picture of women (36.1 percent) and males favoring the neutral picture of pots (40.8 percent). The table also reveals no significant relation between story version and picture choice for either males or females (chi square was .685 for females and .627 for males). Therefore, we fail to reject the null hypothesis for hypothesis 1. Not enough evidence exists to conclude that picture choice is dependent on story version.

Hypotheses 2-4 dealt with adjective ratings, which could range from an aggregate score of 5 (most descriptive of the Therans) to 35 (least descriptive), with 20 as the neutral point. Mean group scores for the two independent variables were in fact quite close to the neutral point:

VERSION	"Women and men"	Generic "man"
	21.89	24.52
SEX	Males	Females
	22.39	24.57

Mean scores for the dependent variable showed that, overall, the 307 students found masculine adjectives as most descriptive and feminine adjectives as least descriptive of the Therans:

MASCULINE ADJECTIVES	17.52
FEMININE ADJECTIVES	23.70
NEUTRAL ADJECTIVES	21.05

Analysis of variance (ANOVA) tests the significance of difference among means (Williams 1968, p. 95). The main ANOVA main effects are reported in Tables 2 and 3; the interaction effects, in Table 4.

Table 2 shows that version made a notable difference in adjective choice--but only in the ratings of feminine adjectives. Students who read the generic "man" version said that feminine adjectives are less descriptive of the Therans (score: 25.7) than students who read the "women and men" version (score: 21.9). The difference is highly significant (.001). Thus the results strongly support hypothesis 2a but not 2b, since neither masculine nor neutral adjective ratings differed significantly.

Table 3 reports the adjective ratings for male vs. female students. It shows that, regardless of which story version they read, female students rated the Theran people as less feminine (score: 24.6) than did the male students (score: 22.4). The difference between males and females was highly significant (.006). Ratings on masculine and neutral adjectives did not differ. Thus hypothesis 3, which predicted differences on all ratings, is partially supported. Comments on the direction of these differences will be made in the discussion section.

Did story version affect females differently than it did males? Table 4 shows that version and sex did not interact significantly, although ratings on masculine adjectives come closer to significance (.095) than the neutral or feminine adjective ratings. Thus hypothesis 4 is not supporrted.

V. DISCUSSION AND CONCLUSIONS

Picture choice

The independence of story version and picture choice in this study seems to fly in the face of previous research (e.g., Harrison 1974 and Schneider and Hacker 1972). However, a number of differences between this and the earlier studies may explain the seemingly contradictory results.

First, this study presented the picture choices rather than letting the students find illustrations for a general, predetermined theme. The inherent interest of the pictures themselves inevitably played a role in individuals' selection.

Second, the wording of the stories could not duplicate the exact parallelism of Schneider and Hacker's (1972) categories: industrial man vs. indutrial life, political man vs. political behavior and social man vs. society. Some students may have wanted chosen the pots because the story seemed to stress the archaeological process, causing them to circumvent the intended emphasis on people.

In a retest, perhaps more nearly parallel pictures could be found--at least those representing men and women. An artist could be asked to draw pictures as nearly as possible alike (men and women equally active or static, and the same number in both picture choices) to avoid confounding the study.

Adjective ratings

The results of the analysis of variance partially confirmed

the thrust of previous research and qualitative criticism. The strongest finding suggests that the creation of numerous codes and guidelines in the mid-1970s aimed at replacing sexist language seem rooted in empirical evidence that words do have some effects. Clearly, words such as "man" and "mankind" do not seem to call up images of females as readily as a phrase like "women and men."

But before jumping to the conclusion that "mankind" means "male," we should note that "mankind" does not evoke images of males any more strongly than a phrase like "women and men." In short, generic words seem to deemphasize but not totally exclude women.

We should also recall that masculine adjectives were rated as most descriptive of the Therans. These results, taken together, seem to mean that college students might illu strate a story about Bronze Age men with six men and four women, but never with six women and four men. A retest directing students to draw just such a picture would be a valuable followup exercise.

Thus the present study bears out previous findings (e.g., Harrison 1974) that "mankind" is not truly generic. However, contrary to this study's findings, one might have expected "mankind" to have stronger associations with maleness than an inclusive phrase like "women and men"--especially since children's texts show pictures of prehistoric males outnumbering females eight to one (Nilsen 1973).

Apparently as students mature, they absorb part of the

generic definition, understanding "mankind" to include some women. But neither the generic nor the phrase "women and men" equates "some" with a real-world gender ratio where women slightly outnumber men.

The "high profile" of feminine adjectives appears again when we consider differences between males and females. One might have expected women to discern the feminine traits of a group of people more readily than men, but just the opposite happened. In fact, all students placed feminine adjectives toward the "not descriptive" end of the scale, but females did so with significantly more strength than men.

Perhaps the women were expressing sensitivity to the "stereotyped" feminine adjectives in Bem's scale. Ten years after its development, the scale may prompt women of the '80s to say "no" to descriptors such as "cheerful" and "gentle." This reaction may explain why women and men showed virtually no difference in rating masculine adjectives; perhaps words like "self-sufficient" no longer have distinctly masculine connotations.

Since the sensitivity, if it exists, affects women differently than men, it does not obviate the strongly significant effects of the version variable. (Both men and women read each version.)

Significant results for main effects occurred only in relation to feminine adjectives. For interaction of sex and version to be significant for feminine adjectives, results would

have had to go in opposite directions. But women who read the "women and men" vs. generic "man" versions did not differ in direction from the reactions of men who read the same two versions.

Certain other information about women and version does deserve comment, however. Women who read the generic "man" version rated masculine adjectives as highly descriptive of the Therans; their score (16.8) was the most descriptive in the study. Conversely, these same women rated feminine adjectives as inappropriate for describing the Therans; their score of 26.4 was the least descriptive in the study.

These results may likewise point to a female bias against stereotyped feminine adjectives on Bem's scale. But that speculation should not detract from Bem's pathbreaking work on sexism and language--a matter that affects all mass media teachers, practitioners and consumers.

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Table I. Picture choice by male and female students: chi square test

FEMALE STUDENTS

PIC	VERSION: "Women & men" 1.	Generic "man" 2.	ROW TOTAL
1. Pots (neutral)	29	26	55
	52.7	47.3	30.1
	30.2	29.9	
	15.8	14.2	
2. Women	37	29	66
	56.1	43.9	36.1
	38.5	33.3	
	20.2	15.9	
3. Men	30	32	62
	48.4	51.6	33.9
	31.3	36.8	
	16.4	17.5	
COLUMN TOTAL	96	87	183
	52.5	47.5	100.0

RAW CHI SQUARE = .75706 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = .685
CRAMER'S V = .06432

MALE STUDENTS

PIC	VERSION: "Women men" 1	Generic "man" 2.	ROW TOTAL
1. Pots (neutral)	22	27	49
	44.9	55.1	40.8
	36.7	45.0	
	18.3	22.5	
2. Women	15	12	27
	55.6	44.4	22.5
	25.0	20.0	
	12.5	10.0	
3. Men	23	21	44
	52.3	47.7	36.7
	38.3	35.0	
	19.2	17.5	
COLUMN TOTAL	60	60	120
	50.0	50.0	100.0

RAW CHI SQUARE = .93445 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = .627
CRAMER'S V = .08824

Table 2. Adjective ratings: effects of version

	VERSION		
	N = 159	N = 148	SIG.
	"WOMEN & MEN"	GENERIC "MAN"	OF F
Neutral adj.	20.76	21.36	.321
Feminine adj.	21.89	25.66	.001*
Masculine adj.	17.70	17.33	.585

* Significance falls within .05 rejection level

NOTE: each group of 5 adjectives could have a score renging from 5 (most descriptive of the Therans) to 35 (least descriptive). A a score of 20 indicates neutrality.

Table 3. Adjective ratings: effect of sex

	N = 122	N = 185	
	MALES	FEMALES	SIG. OF F
Masculine adj.	17.59	17.48	.869
Feminine adj.	22.39	24.57	.006*
Neutral adj.	21.16	20.98	.784

* Significance falls within .05 rejection level

NOTE: Each group of 5 adjectives could have a score ranging from 5 (most descriptive of the Therans) to 35 (least descriptive). A score of 20 indicates neutrality.

Table 4. Adjective ratings: interaction of sex and version

	Version		Sig. of F
	"Women & men"	Generic "man"	
MASC. ADJ.			
Males	17.1	18.1	
Females	18.1	16.8+	.095
FEM. ADJ.			
Males	20.3	24.5	
Females	22.9	26.4*	.700
NEUTRAL ADJ.			
Males	20.7	21.6	
Females	20.8	21.2	.704

+most descriptive adj. group in study

*least descriptive adj. group in study

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PLEASE DO NOT TURN TO THE NEXT PAGE UNTIL TOLD TO DO SO.

FIRST, we would like to get some information about you to help us analyze the results. We do not know or need to know your name.

1. How old were you on your last birthday? _____ years

2. Are you male_____ or female _____?

3. Are you white _____, black _____ or of another race _____?

4. What field do you hope to enter?

   newspaper _____

   public relations _____

   advertising _____

   broadcasting _____

   film _____

   other _____

5. How often do you read a newspaper?

   every day or more _____

   a couple times a week _____

   once a week _____

   less than once a week _____

   never _____

DIRECTIONS: Please read both versions of this story. Then choose the one that would have been more likely to attract your attention and have gotten you to read it if it had been in a real newspaper. MY CHOICE IS: A_____ B _____

VERSION A

Artifacts dating from the Middle Bronze Age--some 3,500 years ago--have been discovered on the Greek island of Thera.

A total of 32 ceramic pots, many unbroken and decorated with scenes from the daily life of these Bronze Age [men,] were recently unearthed on Thera, which is located about 70 miles north of Crete.

Before it was destroyed by volcanic eruptions, Thera was a thriving civilization, important as a trading center in the empire ruled by [King] Minos of Crete.

The discoveries "add immeasureably to our knowledge of [mankind] during the Bronze Age," said Christos Doumar, director of the excavations.

These excavations suggest points of congruence with Plato's story of the lost continent of Atlantis, he added.

#

VERSION B

A new theory on the lost continent of Atlantis, supported by evidence of recent excavations, holds that the mythological land described by Plato was actually the Greek island of Thera, located about 70 miles north of Crete in the Mediterranean sea.

New discoveries "add immeasureably to our knowledge of [mankind] during the Bronze Age," said Christos Doumar, director of the excavations being carried out on Thera. "We cannot rule out the possibility that Plato was describing Thera when he spoke of Atlantis," he added.

Before volcanic eruptions occurred on Thera some 3,500 years ago, Bronze Age [men] developed a thriving civilization there. Scenes from [their] daily lives are shown on ceramic pots unearthed in the excavations.

#

DIRECTIONS: Please read both versions of this story. Then choose the one that would have been more likely to attract your attention and have gotten you to read it if it had been in a real newspaper. MY CHOICE IS: A_____ B_____

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Artifacts dating from the Middle Bronze Age--some 3,500 years ago-- have been discovered on the Greek island of Thera.

A total 32 ceramic pots, many unbroken and decorated with scenes from the daily life of Bronze Age women and men, were recently unearthed on the island, which is located about 70 miles north of Crete.

Before it was destroyed by volcanic eruptions, Thera was a thriving and sophisticated community, offering its people a wealth of fine arts, drama and music.

The discoveries "add immeasureably to our knowledge of life during the Bronze Age," said Christos Doumar, director of the excavations.

These excavations suggest points of congruence with Plato's story of the lost continent of Atlantis, he added.

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VERSION B

A new theory on the lost continent of Atlantis, supported by evidence of recent excavations, holds that the mythological land described by Plato was actually the Greek island of Thera, located about 70 miles north of Crete in the Mediterranean sea.

New discoveries "add immeasureably to our knowledge of life during the Bronze Age," said Christos Doumar, director of the excavations being carried out on Thera. "We cannot rule out the possibility that Plato was describing Thera when he spoke of Atlantis," he added.

Before volcanic eruptions occurred on Thera some 3,500 years ago, Bronze Age people developed a thriving civilization there. Scenes of the daily lives of Theran men and women decorate ceramic pots unearthed in the excavations.

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NEXT, we would like to get your impressions of the Theran people as conveyed by the information in the stories. Some information is implicit, and some is explicit. Please mark each adjective below as to how well it describes this culture, from very descriptive (1) to not descriptive at all (7).

We are interested in your first impressions only.

	DESCRIPTIVE			NEUTRAL			NOT DESCRIPTIVE
	1	2	3	4	5	6	7
THE THERAN PEOPLE WERE . . .							
Ambitious	____	____	____	____	____	____	____
Assertive	____	____	____	____	____	____	____
Adaptable	____	____	____	____	____	____	____
Cheerful	____	____	____	____	____	____	____
Competitive	____	____	____	____	____	____	____
Conventional	____	____	____	____	____	____	____
Compassionate	____	____	____	____	____	____	____
Forceful	____	____	____	____	____	____	____
Gentle	____	____	____	____	____	____	____
Happy	____	____	____	____	____	____	____
Inefficient	____	____	____	____	____	____	____
Reliable	____	____	____	____	____	____	____
Self sufficient	____	____	____	____	____	____	____
Understanding	____	____	____	____	____	____	____
Warm	____	____	____	____	____	____	____

FINALLY, we would like you to select a picture to accompany the newspaper story about Thera. There is room for only one of the three shown below.

MY CHOICE IS PICTURE #1_____ #2_____ #3_____.

1. Seven of the 32 ceramic pots discovered recently on Thera, before they were removed by archaeologists for analysis.

2. Detail of a scene on a ceramic pot found on Thera: women attending a concert.

3. Detail of a scene on a ceramic pot found on Thera: a chorus of actors.

THANK YOU FOR YOUR HELP.